



## MEMORANDUM

**TO:** Superintendents, Principals, Curriculum Directors, Guidance Counselors

**FROM:** Schauna Findlay, Ph.D., Director of Curriculum and Instruction

**DATE:** February 8, 2010

**SUBJECT:** Indiana's Academic Standards for **American Sign Language**

The Indiana State Board of Education adopted the Indiana Academic Standards for **American Sign Language (ASL)** and related **ASL** course descriptions at the February 2, 2010 Meeting.

Department staff, Indiana teachers, members of the Deaf community, native signers and content experts at the university level locally and nationally collaborated to draft the 2010 standards for American Sign Language. Indiana's Academic Standards for **American Sign Language** will be used in world language programs in which **American Sign Language** is taught as a new language to non-native signers. While there are numerous signed languages used around the world and throughout our state, these standards apply primarily to **American Sign Language** courses taught as part of a world language course of study at the middle or high school level in an accredited school program.

The standards document is available at the IDOE site:

<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>. Course descriptions for levels I, II and III are available at the State's Course Titles and Descriptions document at [www.doe.in.gov/publications/courses.html](http://www.doe.in.gov/publications/courses.html).

Indiana Learners will use their knowledge of **American Sign Language** and Deaf Culture both within and beyond the school setting for personal enrichment and civic engagement.

The 2010 Academic Standards for **American Sign Language** are added to the 2007 Academic Standards for World Languages which replaces the document published in 2000. The document now includes four sets of standards: **Modern European and Classical Languages** (k-12, 6-12 and 9-12 sequences); **East Asian Languages** (k-12, 6-12 and 9-12 sequences) **Heritage Languages** (9-12 sequence) and **American Sign Language** (9-12 sequence). This approach allows for articulation of standards with relationship to and similarities among one another, but also serves to distinguish the developmental differences that occur when learning the various languages within various instructional environments.